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ABSTRACT

This report on the educational concerns of Hispanic Americans is part of a four-part study of minority education in the United States by the National Education Association (NEA). Data were gathered from site visits to a wide variety of urban schools and programs, and from the testimony of representatives of community organizations, the U.S. Bureau of the Census, parents, researchers, Hispanic educators, and educators of Hispanic children. The following problems are cited: (1) extremely high dropout rates; (2) high levels of student stress caused by poverty, culture clashes, and the marginal quality of inner city life; (3) the need for Hispanic male students to work in addition to attending school; (4) poorly funded and equipped and overcrowded schools; and (5) underrepresentation in higher education. Recommendations for NEA policy in the following areas are outlined: (1) students; (2) curriculum and teaching; (3) teacher/school personnel; (4) parents/family/community; (5) employment; (6) collaboration/coalition building; (7) legislation/policy; and (8) leadership training. Lists of site visits and witnesses are appended. (FMW)

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REPORT OF THE

HISPANIC CONCERNS

STUDY COMMITTEE

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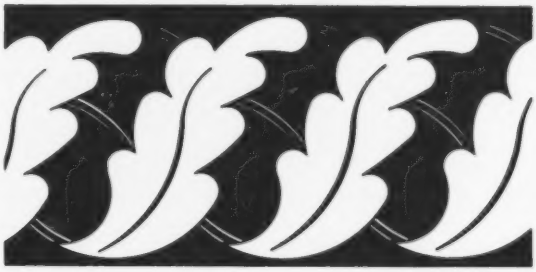
HISPANIC CONCERNS STUDY COMMITTEE REPORT



Preface

The National Education Association is grateful to the members of the Hispanic Concerns Study Committee for preparing this report, which expresses the concerns of Hispanics and provides a series of recommendations for our Association.

The interests of all public school children have always been at the heart of NEA concern and action. But the specific concerns of Hispanics did not gain the attention of the Association until the 1960s.

In 1966, NEA consponsored a landmark conference in Tucson, Arizona on teaching the Spanish-speaking student. This conference directly inspired the 1967 passage of the federal Bilingual Education Act.

In the summer of 1971, the NEA Executive Committee established a Task Force on First Americans and Hispanic Education. Later, two distinct task forces representing those groups emerged. The Hispanic Task Force was formed to identify issues of concern to Hispanic parents, educators, community and political leaders as well as to our Hispanic NEA members.

In one of the first NEA actions on Hispanic education, our Association passed a resolution recognizing the complexity and diversity of the needs of Hispanic children. This resolution especially noted the importance of parental involvement in developing an adequate and equal educational program that reflects and responds to the needs of the Hispanic segment of the U.S. population.

NEA has also resolved that bilingual, English-as-a-Second Language (ESL), and Limited English Proficiency (LEP) programs are necessary and important in meeting the challenge of educating Hispanic children. We have supported full funding for such programs.

NEA also has supported equal educational opportunities for migrant children—many of whom are Hispanic—and appropriate programs for migrant families.

NEA believes that multiracial and multiethnic teaching staffs are essential to the operation of nonsegregated schools. We deplore the trend toward diminishing numbers of minority teachers in our public schools.

For many years, NEA has been in the forefront of efforts to urge publishers of textbooks and other educational media to produce materials that give an adequate and accurate representation of the historic contributions of ethnic minority groups and women. We have urged local and state boards of education to adopt such materials for use in their schools.

Moreover, NEA has consistently sought to maintain adequate levels of local, state, and federal education funding—so that no students are shortchanged in their efforts to obtain a quality education. And the civil rights movement has seen us at the front of the line in the fight to ensure justice and equal opportunity for all.

The findings and recommendations that follow offer the NEA another opportunity to focus on the educational needs of Hispanics. They also provide insights into how Hispanic NEA members view the Association and how they feel the Association can do a better job.

Several conclusions are clear from this report. One is that Hispanic students are in educational crisis. Far too many Hispanic young people are not making it all the way through the educational pipeline. This does not bode well for our collective future.

Public schooling is not working for all Hispanic students, and the reasons are not entirely clear. We need to know more about the problems Hispanic students experience. Are Hispanics being pushed out of school because of education reform? Are schooling patterns and structures responsive to the needs of Hispanic students? Are the problems of Hispanic students different because they are Hispanic or because of the specific schools they attend?

Finally, we are aware of the expectations of those who shared information with us. They did so because they felt we could do something about the problems they highlighted. In the final analysis what we do today will make an important difference in whether or not Hispanic children will be prepared to meet the challenges of tomorrow. This is an awesome responsibility, but surely one that we gladly accept for the good of our country and of its Hispanic American community.

Mary Hatwood Futrell, President
National Education Association
Washington, D.C.
June, 1987

Introduction

The members of the Hispanic Concerns Study Committee have come to know the full meaning of the increasingly common phrase, "the changing demographics in our nation's public schools." In the schools we visited and in the hearings we conducted, our Committee was able to see and hear the concerns many Americans share about the Hispanic students who will make up the largest minority group in tomorrow's public schools.

Throughout our research, we were able to see the good things schools are doing to create the special magic between student and teacher that produces learning. Where good things are happening, we found clear evidence that good leaders were at the helm of the school and that innovative teachers were giving the best that teaching has to offer.

By the same token, we were also able to observe the sometimes poor conditions in which Hispanic students are forced to learn and teachers to work. In some schools, portable classrooms—with all their physical and educational limitations—appeared more permanent than temporary. In one such classroom, paper and pencil were the only visible teaching and learning tools.

We heard from Hispanic parents, teachers, education researchers, community leaders, and politicians. We heard their concerns about curriculum, bilingual education, the shortage of Hispanic teachers, the tracking and testing of Hispanic students—and about Hispanic students' low achievement levels, high dropout rates, and low college attendance rates. We heard, too, from Hispanic NEA members, who asked the Association to lend its support and assistance to making schools better and more productive for Hispanic children.

In short, what we heard, I believe, was a plea for help from the nation's fastest growing minority group—Hispanic America—a population that educationally lags behind all others in the United States.

Implicit in this plea was the expectation that the National Education Association can do something to help. NEA is committed to a public school system that meets the challenges of educating a multicultural and multiethnic student population. I believe our greatest challenge today is to translate that goal into a minority education agenda that equitably responds to the great need our nation now encounters at the schoolhouse door.

To that end, it is critical that we abandon old stereotyped beliefs about Hispanic parents and students, and begin from the premise that our hearings and visits made obvious: that the Hispanic community sees education as important. Hispanic parents want their children to excel in and make the most of school. Education is a key concern of a broad cross-section of the Hispanic community—from parents to politicians and in between. The issues transcend interest in just bilingual education. Underlying that sentiment is the view that today's public schools will undoubtedly require restructuring to meet the needs of today's Hispanic American student.

John Wilson, Chairperson
NEA Hispanic Concerns Study Committee
June, 1987

The Study

At the request of the NEA Executive Committee, President Mary Hatwood Futrell appointed an NEA Hispanic Concerns Study Committee in 1985. The Committee included three Executive Committee members and three Hispanics, including the chairperson of the NEA Chicano-Hispano Caucus, an Association member recommended by the Minority Affairs Committee, and one other Association member. The three Executive Committee members were John Wilson (North Carolina), who served as chairperson; Pearl Mack (Illinois), and Gary Obermeyer (Nebraska). Hispanic members included Sara Flores (Texas), chairperson, NEA Chicano-Hispano Caucus; Elias Chapa (Michigan); and Jose Correa (Colorado).

The Committee was given, but not limited to, the following charges:

1. Review current studies on the needs of Hispanic school students and public school employees.
2. Analyze NEA programs that address these needs and make appropriate recommendations.
3. Assess the concerns of NEA Hispanic members.
4. Meet with leaders of Hispanic groups to ascertain their potential level of involvement with NEA.

The Study Committee met in Washington, D.C., Los Angeles, California, San Antonio, Texas, and Edinburg, Texas. At its Washington, D.C. meetings, the Committee was briefed by several national Hispanic organizations and the U.S. Bureau of the Census on topics ranging from Hispanic demographics to the major educational issues confronting the Hispanic community.

The Study Committee hearings included presentations from a broad array of educators and community representatives. The Committee also visited schools and observed successful bilingual and dropout prevention programs, creative approaches to teaching mathematics, and English-as-a-Second Language (ESL) classes as well as year-round schools, a community youth program, a health career high school, open concept schools, and schools with large migrant student populations.

The Committee selected Los Angeles as a hearing site because it is the city with both the second highest total population in the United States and the second highest Hispanic population in the world. Because of its diversity, Los Angeles also faces many challenges and opportunities for developing and providing progressive education models. The city's rapidly growing school system—which includes Hispanic, Black, Asian, and Anglo students—is considerably overcrowded and plagued by high dropout and teenage pregnancy rates. The Los Angeles Unified School District is experimenting with year-round schools and several dropout prevention models to address these problems.

The Committee selected San Antonio as a hearing site because this city ranks as the tenth largest U.S. city and, with its 70 percent Hispanic population, the city with the fourth-largest Hispanic population. San Antonio also has a Hispanic mayor and a number of effective Hispanic advocacy organizations that have earned widespread recognition of the contributions and talents of the Hispanic community. In addition, the San Antonio area's 15 school districts are experiencing both problems and opportunities resulting from Texas's major education reform measure, House Bill 72.

The Study Committee selected the Rio Grande Valley—specifically Pan American University in Edinburg, Texas—as a hearing site for several reasons. The Valley is 80 percent Mexican American and, in Hidalgo County, the Valley has the poorest region in the United States. The Valley is also the third fastest growing region in Texas.

Bordering Mexico, the Rio Grande Valley is tied economically and politically to events in both countries. Border communities throughout the Southwest share the benefits and hardships of this unique relationship. Current hardships are caused by recession in the oil industry, the devaluation of the Mexican peso, and most recently by U.S. immigration reform. Migrant workers constitute a significant part of the population and a disproportionate number of their children are at-risk students. Valley schools are severely affected by all these problems.

An Overview

Hispanics are the nation's fastest growing ethnic group. Their growth rate is five times that of the general population. In 1985, the U.S. Census Bureau reported 16.9 million Hispanics, an increase of 16 percent since the 1980 Census. Hispanics comprise 7.2 percent of the country's total population.

Mexican Americans, who doubled their population in the decade between 1970 and 1980, are the largest subgroup, comprising over 60 percent of all Hispanics with a population of 10 million. They are followed by Puerto Ricans with 2 million; Cubans with 1 million; and a Central, South American, and other Spanish origin group of 3 million.

Hispanics are both natives of and immigrants to this nation. Hispanic American culture today reflects both the heritage of the Native American Indians who inhabited what are now the states of the Southwest and the heritage of Spanish settlers to the New World. The first European settlers within what we now know as the continental United States were Spanish. Indeed, the Spanish-speaking communities of Santa Fe, New Mexico and St. Augustine, Florida predate the landing of the Pilgrims at Plymouth Rock.

The contributions of Hispanics in the United States have been significant. Spaniards, for example, helped lay the foundations for the agricultural, mining, and cattle industries in the Southwest on which early city and state economies were built. Treaties signed between Mexico and the United States and Spain and the United States made descendants of the Hispanic settlers in the Southwest and on the island of Puerto Rico part of the United States.

The immigration of Mexicans to the United States and the internal immigration of Puerto Ricans to the North American mainland have been heavy, especially since the end of World War II. Over the last quarter of a century the flow of Hispanics from other parts of Latin America has also increased. In recent years, with a politically unsettled Central America, this immigration has become even heavier.

Though united by a common Spanish culture and language and religion, there are differences among Hispanics attributable to national origins and reasons for emigration. It is important to note that the Hispanic migration to this country in recent decades has been marked by some significant differences where the motivating factor to move north has been political. Early Cuban refugees and later some of the first to leave Central America have been from the upper classes—people who had the means to escape and who generally were well educated, through perhaps not fluent in English. More recent migrants, it is critical to note, pushed northward to escape political oppression and to seek economic opportunities.

Hispanics in the United States are highly urbanized—90 percent live in metropolitan areas. California, New York, and Texas together are home to nearly two-thirds of the nation's Hispanics, according to the U.S. Census Bureau. Hispanics comprise one-tenth of the population in 47 of the 318 metropolitan areas in the United States. The cities of New York, Los Angeles, Chicago, and San Antonio share one-fifth of the U.S. Hispanic population. Today, 60 percent of Hispanic adults residing on the U.S. mainland were born outside the continental United States, but an estimated 80 percent of Hispanic children attending public schools were born in the United States.

Hispanics are a young population. In 1980, the median age for all Americans was 30. For Hispanics that figure was 23.2 years. The potential impact of this population on the nation's schools is evident in statistics that show that 11 percent of Hispanics are five years old or younger while only 7 percent of all Americans are that young. The youthfulness of Hispanics is also apparent in figures showing that only 5 percent of Hispanics are 65 and older, while 11 percent of the total population is in that category.

Two factors will keep the Hispanic group relatively young. The continuing immigration from Spanish-heritage countries, particularly those in Latin America and the Carribean, consists largely of young people, including many women in their childbearing years. Hispanic women also have a higher fertility rate than other American women.

For all its growth and potential, however, the nation's Hispanic population lags behind all other groups educationally and, not surprisingly, economically. Hispanics did increasingly graduate from high school in the 1970s, but the percentage obtaining diplomas lagged behind other groups. According to the 1980 census, of Hispanics 25 years and older, 44 percent were high school graduates, compared with 66 percent of all Americans.

The educational profile of Hispanics shows that:

- ☐ 40 percent of Hispanics do not go beyond eighth grade compared to 18 percent of all Americans.
- ☐ The dropout rates for Hispanics in some urban settings are horrendous—starting at 50 percent and higher, a loss of half a generation or more.
- ☐ Only 20 percent of Hispanics, compared to 32 percent of all Americans, obtain at least some college training.
- ☐ Hispanics will soon become the majority school population in many cities, and a rising percentage of the population in many other parts of the nation.
- ☐ The future prosperity of these communities and of the United States itself will be correspondingly related to the development and progress of their Hispanic families.
- ☐ Many Hispanic students suffer high levels of stress as a consequence of poverty, culture clashes, and the marginal—often violent—quality of life in the inner city.
- ☐ Hispanic male students work more hours per week while attending school than any other group.
- ☐ Hispanic students attend public schools that are usually overcrowded, poorly equipped, or have lower per pupil budgets than other schools in adjacent areas.
- ☐ Over two-thirds of all Hispanics attend schools with student bodies that are more than 50 percent minority.
- ☐ Hispanics are underrepresented in higher education. According to the American Council on Education, 529,000 Hispanics were enrolled in college in 1984, 4.3 percent of the total college population. The number of Hispanic graduate students is even smaller.
- ☐ The number of Hispanic teachers is 1.8 percent of the teaching force, according to a 1980 report of the U.S. Department of Education.

Findings

Educational Opportunities and Support Systems

1. The overwhelming majority of Hispanic parents want a good education for their children.
2. A major impediment parents face in helping their children with schoolwork is their own limited English proficiency and lack of education.
3. Hispanic students need more Hispanic role models in their schools and communities and in the public at large.
4. In many Rio Grande Valley communities, the public school systems have become the major employer, and school systems have become a vital part of the political patronage system.
5. The experience and expertise of grassroots organizations and individuals are not being tapped sufficiently in the planning, strategizing, and evaluating of programs to remedy, alleviate, or eliminate the problems of Hispanic students.
6. Much classroom and school overcrowding exists in Hispanic-dominant schools. Many classrooms begin the school year with 45 students and often remain with 35 students throughout the school year.
7. Dropouts and their parents are more likely to feel estranged from the school system, with the parents feeling more estranged than the students.
8. The Hispanic dropout rate is a major concern in the Hispanic community, with many Hispanic groups and individuals developing and seeking solutions to this problem.
9. Shortages of Hispanic teachers and low numbers of Hispanic administrators are typical situations in public schools.
10. The number of books in English and Spanish to which Hispanic children can relate is insufficient.
11. Many Hispanic students and parents feel that no one at school cares about Hispanic students and that there is no one there to whom students can turn. Hispanic parents believe that many school personnel expect Hispanic students to perform poorly in school.
12. The Hispanic community is concerned and uneasy about the effects of education reform on Hispanic students and on continued shortages of Hispanic and bilingual teachers. Of special concern is the increased potential for tracking and the "pushing out" of Hispanic students.
13. Some schools abuse and misuse standardized written tests, using them as tools to exclude students from special programs or services.
14. Equalization aid to poor school districts is considered essential to the provision of equal educational opportunities for Hispanic students. Many Hispanics live in property-poor school districts.
15. Students' mistrust of standardized tests has grown to such proportions that half of Hispanic high school seniors do not take the SATs.
16. Inappropriate tracking of Hispanic students to nonacademic and learning disabled programs and classes continues.
17. Prejudice, financial considerations, and cultural differences contribute to school system reluctance to consider solutions to the problems faced by Hispanic students.
18. Informal surveys indicate that Hispanic students who successfully finish high school and subsequently graduate from college had one thing in common: they had excelled during their high school years either academically or in extracurricular activities.
19. Many teachers in Hispanic-dominant schools lack sufficient books, materials, desks, and equipment for their students.

20. There are insufficient numbers of Hispanic school counselors and counselors who are sensitive to Hispanic student needs.
21. Year-round schools as solutions to increases in student populations are very controversial in the Hispanic community. Year-round schools are concentrated in inner city minority schools, with few—if any—located in nonminority communities.
22. Recent studies indicate that significant numbers of Limited English Proficient students do not have access to classrooms that either use the students' native language or have teachers who understand the students' native language.

Bilingual Education

1. Many bilingual educators and potential bilingual educators view the bilingual education program as unstable because of unreliable federal support. This instability keeps more teachers from wanting to become bilingual education teachers.
2. Tremendous shortages of certified bilingual education teachers exist.
3. The placement of noncertified and emergency-endorsed teachers neglects the educational needs of Spanish language-dominant children.
4. Due to low scores in English assessment tests, Hispanic students are often placed in Chapter 1 classes, where they may receive assistance in reading from a nonbilingual teacher or a teacher not qualified in English-as-a-Second-Language methods.
5. Language assessment instruments used to place Hispanic children in bilingual programs are often administered by a person other than a student's teacher. When teachers have little or no input, children are often misplaced—thus beginning their education in reverse gear.
6. When Hispanic children are tested for readiness to exit the bilingual program, the teacher may only be given a checklist to complete. As a result, the teacher may have little if any impact in determining whether the child has benefited from the bilingual program.
7. Education reform guidelines may undermine the bilingual program. Many bilingual teachers feel pressured to hasten the transition of bilingual students into English-only classes so the students will be "better" prepared to take the TEAMS (Texas Educational Assessment of Minimal Skills) or CTBS (California Test in Basic Skills) basic skills tests. Consequently, the only need that is addressed is that of the school or school district, not the educational needs of the children.
8. Comprehensive and pedagogically sound curriculum for developing both English-language and other skills of Limited English Proficient (LEP) students is critical to reducing the extremely high dropout rates of LEP students.
9. Experienced bilingual teachers continue to perceive a "Band-aid" approach in implementing bilingual education. Some bilingual and ESL programs are developed, implemented, and dropped, they say, with neither consistency or continuity. Some districts do not collect data annually or longitudinally, making it impossible to follow the progress of programs or students.
10. The collaboration between bilingual teachers and Chapter 1 teachers about student objectives that need reinforcing in the regular classroom is often insufficient.
11. Spanish-language reading and language series should correlate with English-language series so that bilingual students who make the transition to English-only classes will have learned the same concepts as the English monolingual students. Instead, bilingual students are often set back academically two or three years.
12. School personnel often inappropriately see bilingual education students as low achievers or slow learners.

13. Bilingual education students who score high on Spanish basic skills tests are not recognized or praised for doing so.

NEA and Affiliates

1. There are very low numbers of Hispanic staff and managers employed by NEA and its state and local affiliates.
2. The leadership of NEA and its state and local affiliates is generally viewed by Hispanics as insensitive to and uninterested in Hispanic needs and concerns.
3. NEA's image is hurt by the attitudes and behavior of local and state affiliates as well as by many rank and file members.

Political and Organizational Links with the Hispanic Community

1. Good relationships exist between NEA and national organizations such as the Congressional Hispanic Caucus (CHC), the Mexican American Legal Defense and Education Fund (MALDEF), the National Association for Bilingual Education (NABE), Mexican American Women's National Association (MANA), and the National Council of La Raza (NCLR). These relationships need to be translated to the state and local levels.
2. Federal impact aid to school districts in border towns throughout the Southwest is essential to the educational development of Hispanic communities.
3. NEA has received positive feedback on its television public service announcements that feature Hispanics. The Hispanic community looks forward to more of these.
4. The Hispanic community expresses much concern about the "English Only" movement throughout the country. Members of the community applaud NEA's position against English Only, although they feel that most Association members and the general public are not aware of that position. Nor do they think NEA members or the general public informed about the negative implications of the movement for language-minority communities and especially for Hispanics.
5. The Hispanic community expresses concern about the impact of the new immigration reform law on school districts, particularly as it might necessitate changes on the part of the districts that they may be unprepared or unwilling to make.
6. Hispanic political involvement is increasing as measured by increases in numbers of Hispanics registering to vote, voting, and holding elective office. The levels of political participation are far from where they should be, but significant progress has been made.
7. Hispanic candidates for public office have problems obtaining NEA-PAC endorsement. Well-qualified Hispanic first-time candidates, non-incumbents, and women often have insufficient start-up funds and are not considered viable candidates by the Association.

Higher Education

1. There are too few Hispanic professors and administrators at colleges and universities.
2. Hispanic higher education instructors are more likely than others to be given temporary assignments and placed in nontenure tracks.
3. Low numbers of Hispanics are pursuing higher education.
4. The retention of Hispanic students in higher education institutions is a problem.
5. Scholarships as well as financial aid in general are lacking for Hispanic students.

Recommendations

The following Study Committee recommendations have been adopted by the NEA Board of Directors.

Educational Opportunities and Support Systems

1. NEA will develop a school-based training program targeted at all school staff to increase their expectations for Hispanic students as well as to enhance their sensitivity to the language, culture, motivations, and learning styles of Hispanic students.
2. NEA will devote at least two projects funded by the National Foundation for the Improvement of Education (NFIE) to decreasing the dropout rate among Hispanic students.
3. NEA will encourage state affiliates to include funding for bilingual counselors in educational legislative priorities.
4. NEA will encourage local and state affiliates to develop strategies, policies, and legislation to prevent the tracking of Hispanic students.
5. NEA will encourage local and state affiliates to secure funding for programs to prepare bilingually certified teachers and to ensure that these programs are accessible to practicing teachers.
6. NEA will encourage local and state affiliates to promote prekindergarten and kindergarten programs designed to give Hispanics an equal opportunity to excel in public schools.
7. NEA will conduct and publish a national study or compilation of studies that identifies the causes of high Hispanic dropout rates and also addresses problems around literacy and school attendance.
8. NEA will develop and make available to state and local affiliates a training program on test-taking skills for use by future teachers.
9. NEA will develop teaching guides and instructional materials on the contributions of Hispanics.
10. NEA will promote Hispanic Heritage Week and Cinco de Mayo through appropriate publications and activities. NEA will also promote the adoption of an Hispanic History Month.
11. NEA will publish and distribute a cultural calendar prior to the opening of school.
12. NEA will promote the positive treatment of Hispanics in textbooks by making specific recommendations to publishers, highlighting excellent textbooks, developing training for monitors and evaluators, and working with groups that are involved in promoting a positive image for Hispanics.
13. NEA will implement at least two Parent-Teacher Partnership Projects in Hispanic communities. These projects will include the development of materials and programs to help Hispanic parents help their children meet educational requirements. The projects will also include a literacy component for parents.
14. NEA will develop model contract language for an affirmative action policy for use by local school systems in the hiring of teachers, administrators, and educational support personnel.
15. NEA will develop a checklist or profile for use by Hispanic parents in advocating better education for their children.
16. NEA will promote school/business partnerships that encourage Hispanic students to continue their education.
17. NEA will develop a position in support of school-based wellness clinics that offer family planning, counseling, and access to birth control methods.
18. NEA will design and pilot a leadership development program for Hispanic students that begins at the elementary school level.
19. NEA will implement at least one Equal Access Grant in the Hispanic community.

20. NEA will encourage organized youth groups such as Boy Scouts and Girl Scouts to be more accessible to Hispanics.
21. NEA will conduct a national forum on the issues and needs of bilingual education, bringing together Hispanic and other researchers, educators, policymakers, and community organizations.
22. NEA will develop and implement an ongoing public education/information campaign that includes 30-minute programs on various topics to be aired on English- and Spanish-language television. The programs will encourage Hispanic parents to become involved in the education of their children and serve as advocates for quality education for Hispanic children.
23. NEA will develop and promote the airing of Spanish- and English-language public service announcements to highligh the importance of education.
24. NEA will develop and disseminate bilingual materials on education issues and social problems that affect a child's ability to learn—problems such as child abuse, poor nutrition, drug abuse, and teen pregnancy.
25. NEA will conduct a national forum on the Hispanic family to develop a better understanding of the factors that bear on the education of Hispanic children. The conference would bring together Hispanic and other researchers, educators, policymakers, politicians, community social service, and support organizations.
26. NEA will identify and publish listings of migrant education resources at the national, state, and local levels.
27. NEA will fund a science pilot project for Limited English Proficient (LEP) students.
28. NEA will encourage state and local affiliates to obtain or conduct inservice and other types of training for teachers and teacher assistants that better equip them to deal with student poverty, frustration, and burnout.

Political and Organizational Links with the Hispanic Community

1. NEA will give six local grants from NEA Government Relations to NEA affiliates to participate in Hispanic voter registration drives with other organizations such as the Southwest Voter Registration and Education Project, the Midwest Voter Registration and Education Project, and the National Puerto Rican/Hispanic Voter Registration Project.
2. NEA will work cooperatively with Hispanic lobbying groups through NEA Government Relations to survey the positions of members of Congress on the English Only constitutional amendment. NEA will share this information with local and state leaders for lobbying and political endorsement purposes.
3. NEA will make a financial contribution to the Hispanic Campaign Fund.
4. NEA will include in political action training programs a component on affirmative action.
5. NEA will fund five Hispanic community projects to work with NEA local and/or state affiliates.
6. NEA will work with Hispanic organizations that are addressing Hispanic education needs such as adult literacy, English, and G.E.D. (high school equivalency test) preparation.
7. NEA will work actively to stop further cuts in bilingual education funds and lobby to keep special alternative instruction programs of the Bilingual Education Reauthorization Bill to a 4 percent level.

8. NEA will make a financial contribution to the Mexican American Legal Defense and Education Fund (MALDEF) and provide appropriate legal support.
9. NEA will make financial contributions to the National Council of La Raza (NCLR), the Mexican American Women's National Association (MANA), the National Association for Bilingual Education (NABE), the Congressional Hispanic Caucus, ASPIRA, the National Puerto Rican Coalition and the Intercultural Development Research Association (IDRA).
10. NEA will contract with Hispanic organizations to do reseach and develop training programs recommended by this study committee.
11. NEA will exhibit at a minimum of five conferences/conventions that promote the concerns of Hispanics.
12. NEA will notify appropriate staff of the need to use Hispanic resource people both from NEA and its affiliates and from allied Hispanic organizations at conferences and conventions.
13. NEA will research and publish model programs that have been successful in Hispanic communities in combating such problems as dropouts, teen pregnancy, and illiteracy.
14. NEA will seek to jointly sponsor a national forum on the importance of multilingual skills in a competitive world market with the National Governors' Association and the Congressional Hispanic Caucus.
15. NEA will use political influence both internally and externally to promote the appointment of Hispanics to groups, committees, and boards that affect education policy.
16. NEA will lobby for increased funding for youth employment training, work-study, and summer jobs programs.
17. NEA will encourage local and state affiliates to promote the use of school facilities for community activities and work cooperatively with Hispanic community organizations and agencies.
18. NEA will lobby for increased federal funding of migrant education, adult education, and vocational education.
19. NEA will lobby for federal legislation to fund adult English classes.

Recruiting and Retaining Hispanic Teachers

1. NEA will develop strategies to attract and retain Hispanics in the teaching profession.
2. NEA will develop and conduct training to help Hispanic college students pass pre-professional tests.
3. NEA will pilot three student projects targeted at Hispanic students to promote teaching as a career.
4. NEA will develop pilot projects to encourage Hispanic teacher assistants to become teachers by providing them with financial assistance and support systems.
5. NEA will explore the feasibility of seeking college credits for experience gained in the classroom as a teaching assistant.
6. NEA will lobby for a federal program similar to the Teacher Corps Program.
7. NEA will develop and implement three pilot projects to promote teaching as a career among Hispanic students.

Higher Education

1. NEA will develop higher education retention strategies for Hispanic students.
2. NEA will conduct a national survey on Hispanics' employment and tenure status at colleges and universities.

NEA Members and the Issues and Concerns of Hispanics

1. NEA will publish in *NEA NOW*, *NEA Today*, and other publications regular articles on issues relating to Hispanics.
2. NEA will take a firm position in opposition to the proposed constitutional amendment to make English the official language of the United States, actively and publicly oppose the English Only movement nationally, and encourage state and local affiliates to do the same. NEA's news releases should emphasize that the amendment removes basic civil rights from Americans whose first language is not English.
3. NEA will develop an information packet for local leaders on the English Only movement and its negative implications for all citizens, but especially for Hispanics.
4. NEA will develop an information packet detailing the benefits of bilingual education to be used by state and local affiliates at appropriate conferences and in leadership training.
5. NEA will modify its cross-cultural awareness training component to use with all members for the purpose of increasing awareness of Hispanic needs and concerns.
6. NEA will encourage local and state affiliates with Hispanic populations of 5 percent or more to form study groups on Hispanic concerns.
7. NEA will provide visibility for Hispanics in Association governance settings and public events.

Hispanic Public School Employee Membership in NEA

1. NEA will fund six state affiliate projects through Affiliate Services to determine ethnicity of membership.
2. NEA will develop and fund four local organizing projects to increase Hispanic membership and involvement. Support from NEA for these projects should be multidivisional.
3. NEA will develop a UniServ training program on organizing Hispanic public school employees and present it in at least six state affiliates.
4. NEA will fund and provide technical assistance to at least six NEA Student Programs with high potential for organizing Hispanic students.
5. NEA will provide six local affiliates technical assistance to develop complementary relationships with local affiliates of the National Association of Bilingual Educators (NABE), the Association of Mexican American Educators (AMAE), or other Hispanic organizations.
6. NEA will develop a membership organizing component targeted at Hispanic education support personnel and conduct three leadership training workshops for Hispanic female education support personnel.

The Participation of Hispanic Members in NEA Governance

1. NEA will conduct at least six NEA Minority Leadership Training Program workshops at locations accessible to the Hispanic membership.
2. NEA will solicit nominations of Hispanic members for submission to the NEA president for appointment to major NEA committees. NEA will adopt a minimum goal of one Hispanic member on all such committees.
3. NEA will set the following goals for Hispanic participation at national governance levels:

	Current	Goal
Executive Committee	0	1
Board of Directors (voting)	2	8

4. NEA will encourage state and local affiliates with an Hispanic population of at least 5 percent to establish numerical goals for participation at all governance levels and target Hispanic members for inclusion in training programs.
5. NEA will maintain records by race, ethnicity, and sex of those trained by NEA at the national, state, and local levels.
6. NEA will encourage state and local affiliates to make concerted efforts to seek input from Hispanic caucuses on nominees for appointive positions.
7. NEA will conduct a minimum of three candidate leadership training programs for Hispanic members.

The Recruitment and Employment of Hispanics within NEA and Affiliates

1. NEA will meet the following staff affirmative action goals by 1988:

	Current	Goal
Executive	0	2
Management	3	7
Professional	7	13

2. NEA will build a bank of potential Hispanic employees by encouraging submission of resumes from employees of NEA affiliates, advocate organizations, and other related groups.
3. NEA will encourage state and local affiliates with an Hispanic population of at least 5 percent to establish numerical goals with timelines for employment of Hispanic staff.
4. NEA will actively solicit employees from established operating Hispanic organizations to apply for NEA positions in all employment areas.
5. NEA will designate the affirmative action hiring of Hispanics as a performance expectation of all managers.

NEA State and Local Affiliates

1. NEA will encourage state and local affiliates to bargain contract remedies for the particular problems faced by bilingual education teachers.
2. NEA will encourage state and local affiliates to consider the particular and unique problems of bilingual education teachers and provide organizational support to help address these problems. When necessary, NEA will encourage the constitutional and by-law changes essential to guaranteeing full participation rights to bilingual teachers.
3. NEA will encourage state and local affiliates to ask school districts to direct special attention and programs to ethnically imbalanced schools—by developing a special cadre of teachers and support personnel to serve in such schools.
4. NEA will encourage state and local affiliates to lobby for the creation of school district assessment units that would be responsible for the ongoing review of student data and the development of proactive programs aimed at keeping students in school.
5. NEA will encourage state and local affiliates to hold programs for parents in settings where they are most comfortable.
6. NEA will encourage state and local affiliates to monitor school district consistency in the implementation of bilingual education programs and seek procedures for direct input from bilingual education teachers.

7. NEA will encourage state and local affiliates to press school districts to adopt teaching materials that better meet the needs of bilingual education students.
8. NEA will encourage state and local affiliates to eliminate the testing of Limited English Proficient students in English.
9. NEA will encourage state and local affiliates to lobby state legislatures for equalization aid to assist poorer school districts.
10. NEA will encourage state and local affiliates to lobby school boards for new school building construction.
11. NEA will encourage state and local affiliates to undertake a comprehensive review of Hispanic mobility between public high schools and colleges/universities to identify the ingredients for successful outcomes.

Appendix

Washington, D.C
Los Angeles, Calif.
San Antonio, Tex.
Edinburg, Tex.

Washington, D.C.

Participants

Bettie Baca, director of constituent coordination, Democratic National Committee

Gloria Barajas, national president, Mexican American Women's National Association

Ramon Daubon, vice-president, National Puerto Rican Coalition

Emily McKay, vice-president, National Council of La Raza (representing Southwest Voter Registration and Education Project)

Sara Melendez, immediate past president, National Association for Bilingual Education

Emma Moreno, Congressional liaison, U.S. Bureau of the Census

Lori Orum, senior educational analyst, National Council of La Raza

Janice Petrovitch, director, Institute for Policy Research, ASPIRA

Los Angeles, Calif.

Participants

Carlos Barron, director, Mexican American Education Commission

Shelly Speigal Coleman, president, California Association for Bilingual Education

Jackie Goldberg, member, Board of Education, Los Angeles Unified School District

Frances Haywood, vice-president, United Teachers of Los Angeles

Charley Hinton, director, Human Rights, California Teachers Association

Pete Martinez, coordinator, Special Programs, Los Angeles Unified School District

Mark Meza Overstreet, chair, Chicano Caucus, United Teachers of Los Angeles

Mary Ann Pacheco, board member, California Teachers Association

Lupe Quezada, teacher, Huntington Drive Elementary, Los Angeles

School Visits

Eastman Elementary School
Garfield High School
Nimitz Junior High School
Cleland House

San Antonio, Texas

Participants

Charles Beard, president, Texas State Teachers Association

Dr. Bernal, principal, Emma Frye Elementary School, San Antonio

Ollie Besteiro, vice-president, Texas State Teachers Association

Norma Cantu, associate counsel, Mexican American Legal Defense and Education Fund

Dr. Jose Cardenas, director, Intercultural Development Research Association, San Antonio

Susan Cerdo, bilingual teacher

Mayor Henry Cisneros, City of San Antonio

Genevieve Cruz, teacher, Escobar Junior High, San Antonio

Liz Garza, chair, Greater San Antonio Literacy Board

Andy Hernandez, executive director, Southwest Voter Registration and Education Project

Leticia Serrata Hernandez, Northside Independent Teachers Association

Diane Herrera, vice-president, Edgewood Classroom Teachers Association

Harriett Marmon, chairperson, San Antonio Youth Literacy Council

Delia Pompa, assistant commissioner, Program Development, Texas Education Agency

Martin Ray Reyna, teacher, Tarrell Wells Middle School, San Antonio; member, NEA Resolutions Committee

Bob Rivera, member, Executive Committee, Harlendale Teachers Association

Manuel Ruiz, Edgewood Classroom Teachers Association

Roberto Ruiz, president, Eagle Pass Local Association

Louis Salinas, provost, Houston International University

Jan Trujillo, president, San Antonio Teachers Council

Dr. James Vasquez, superintendent, Edgewood Independent School District

School Visits

Frey Elementary

Health Careers High School

Edinburg, Texas

Participants

Dr. David Alvirez, Department of Sociology, Pan American University

Ramon Billescas, Migrant Program Director, Pharr-San Juan-Alamo School District

Betty Bundy, president, Horizons of Mission

Rolando Castaneda, vice-president, Chicano Caucus, Texas State Teachers Association

Estella Cuellar, former board president, McAllen Independent School District

Alejandro Flores, community liaison, Parents as Tutors Project, Brownsville

Derly Guajardo, director, Placement and Testing, Pan American University

Tony Garcia, superintendent, Rio Grande City Independent School District

Manuel Garcia, executive director, IMAGE Youth Services of McAllen

Juanita Elizondo-Garza, instructor, History Department, Pan American University

Jose Hinojosa, associate professor, Department of Political Science, Pan American University; president, Pan American United Faculty

Frances Jones, chairperson, Texas State Teachers Association UniServ Region 1C, Weslaco

Dr. Manuel Lopez, Department of Sociology, Pan American University

Patricia Leo, chairperson, Texas State Teachers Association UniServ Region 1A, Fulfurrias

Amalia Lerma, member, Executive Committee, Valley InterFaith, Weslaco

Sylvia Lujan, associate dean, College of Arts and Sciences, and director, Learning Assistance Center, Pan American University

Mary Jane Maddox, president, Texas State Teachers Association District 1, Harlingen

Lee Maril, instructor, Behavorial Sciences, Pan American University

Dr. Ernest D. O'Neil, dean, School of Education, Pan American University

Roberto Mario Salmon, assistant professor, History, Pan American University

Sister Christine Stephens, Valley InterFaith, Weslaco

Jesse Trevino, business and community activist, McAllen

Jesus Vela, Jr., Pharr-San Juan-Alamo School District; coordinator, Texas Migrant Interstate Program

Anita Villareal, chairperson, Texas State Teachers Association, UniServ Region 1B, Edinburg

School Visits

(Pharr-San Juan-Alamo School District)

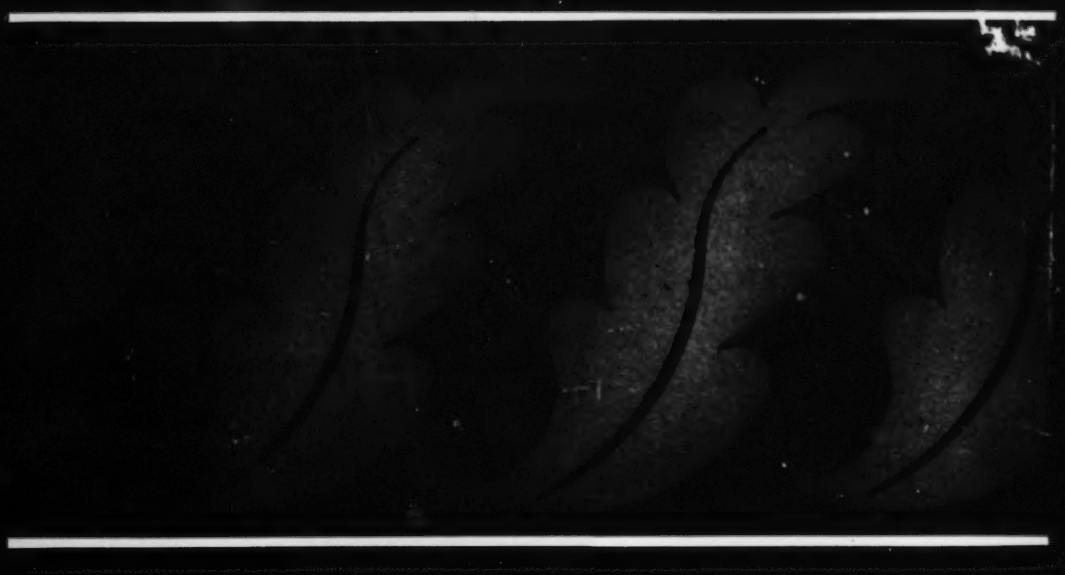
Austin Junior High

Longeria Elementary

Pharr-San Juan-Alamo High School

Ramirez Elementary

Notes:



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National Education Association
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Washington, D.C. [illegible]